



National Congress Bulletin

JANUARY 1955

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Dear P. T. A. President:

A HAPPY NEW YEAR to you! P.T.A.'s are dedicated to the building of better tomorrows through constructive action today. So let us greet this New Year's Day, 1955, as the harbinger of fresh opportunities to work for justice, equal opportunity, peace, and brotherhood for all children everywhere.

Acting each day for the good and the right, working together with courage and confidence in one another, we can keep the New Year's bells pealing throughout the year—ringing in "the larger heart, the kindlier hand," ringing out "the darkness of the land." Let them ring with our conviction that we can influence tomorrow with our actions today.

Our Success Formula—Patience and Perseverance

But what if we face a seemingly insoluble problem? What do we do if constructive action is blocked? What is our course, for example, if the school principal refuses to cooperate with our P.T.A. or to permit the P.T.A. to help the school? I touched upon this problem in my November letter, but I should like

to pursue it now. Our first impulse when we are rebuffed may be to withdraw, to feel that we have done our part and the situation is hopeless. But parent-teacher workers cannot and do not give up because the road is blocked. The history of our organization is one of patient, persevering effort for children's welfare. If obstacles or storms make one road impassable, we find—or build—another.

Ours Is a Many-sided Program

Suppose one project, cooperation with the school, is temporarily blocked. We can increase our efforts on our other projects. We must remember that ours is a many-sided program, that we are committed to working for better homes and communities as well as for better schools. In such circumstances, might we not ask ourselves these questions: Have the health, safety, reading, and recreational needs of all the children in our community been met? Does our community provide all the services for children and families that it should? Do parents and teachers have all the information on child growth and development that they need in order to guide children wisely? Do our com-

For Founders Day

February 17

See pages 4-7 in this issue.

munity and our state have adequate laws and ordinances for protecting children and youth?

If at the end of a year, we can have an achievement sheet that records real progress on these roads to children's welfare, we may find a marked change in the school administrator's attitude toward our P.T.A. If not, perhaps we will next year.

We Get Facts Before Offering Suggestions

There is another road to explore in our relationships with school administrators. Some people, when they get an offer of help or cooperation, regard this as a criticism, a suggestion that they are not doing their job adequately. Perhaps our best approach is to *seek* help, rather than to *offer* it. We might ask, for instance, for information on the school program in order that parents may improve their understanding of children's schoolwork. It would be better, I'm sure, always to ask what the school's needs are before making suggestions for improvements. Human relations are difficult, not only in the P.T.A. but everywhere—in business and government and among families and nations. The answer is not to withdraw but to keep trying, patiently and imaginatively, to improve them.

Promoting Our Fifth Object

Another road to children's welfare is cooperation with the school board. Are you attending board meetings? School board members are lay citizens, usually serving without pay, just as P.T.A. officers do. They serve faithfully and arduously out of devotion to children and devotion to public education as a bulwark of democracy, just as we do. The P.T.A. has two responsibilities to the school board: first, to interest qualified, responsible people in serving; and, second, to support them after election.

You and I hear much about the ter-

(Continued on page 2)



• Shown outside national headquarters are Newton P. Leonard and his wife, our national president, during their visit last summer.

ric problems facing our schools—shortages of classrooms, teachers, equipment, services—shortages of everything but children. They are the only educational commodity in abundant supply! To solve school problems the school board needs you, and you need the school board.

The board is "an instrument of the people . . . responsible and responsive to the people." It can provide for the children of the community only what the people want and are willing to pay for. The P.T.A. can be the board's most powerful ally in stimulating the community to want the best educational opportunities for all its children and to be willing to provide the necessary funds. As an informed cross section of the public, the P.T.A. can bring to the board the opinions of the community. It can bring to public attention the purposes and the needs of the schools.

Is your P.T.A. fulfilling these responsibilities? Do you have a representative at every board meeting, to bring back to your P.T.A. the problems confronting the board? Do you send back to the board constructive suggestions from thoughtful citizens? In other words, is your P.T.A. working toward our fifth Object—to develop united efforts between educators and the general public?

Where Does Your P.T.A. Stand?

January is P.T.A. inventory month. It's time to take stock of our accomplishments and of what remains to be done for the year. Membership? Magazine? Budget? Action program? Headquarters fund? Where does your P.T.A. stand?

This day, overbrimming with National Congress work, draws to a close. But as I sit here at the president's desk in our new national headquarters, I am reluctant to leave. It is so wonderful to be here—here in our own national P.T.A. home, where every department and every office hums with activities directed to one goal, the welfare of children and youth.

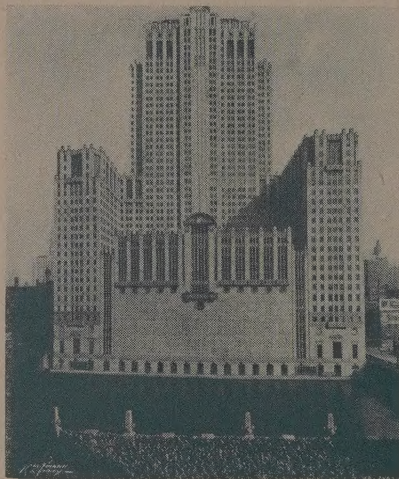
This is a building built by small gifts from thousands of members. Indeed the largest single donation was a check for the sum of one thousand dollars from Mrs. Birney's daughter, Mrs. Alonzita Walker. Therefore the building truly belongs to the people of the P.T.A. And now as we look forward to our Dedication Convention, wouldn't it be wonderful if we could dedicate a debt-free building? Is this an impossible dream? I don't think so, for all we need is a very small dedication gift from each of

A DREAM THAT BECAME A REALITY

When P.T.A. members gather in Chicago next May for our 59th annual convention, they may be reminded of another convention—the Golden Jubilee—which met in the same city just eight years ago. It was in 1947 that the plans for a new national headquarters were first announced. Those who were present then will feel a special satisfaction as they see their dream become reality.

But new and old members alike can share in making parent-teacher history on the evening of May 23 when our new home is officially dedicated. Stressing the united efforts of teachers and parents in this project for children and youth, Waurine Walker, president of the National Education Association, will offer the main address. Delegates will be encouraged to visit the headquarters that they constructed with their nickels, dimes, and quarters.

The dedication is only part, however, of the three-day convention that opens



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- A view of Chicago's Civic Opera building, where sessions of the 1955 national convention will be held.

our 8,822,694 members. Will your P.T.A. be represented at the dedication services?

With a joyful and grateful heart, I send New Year greetings to you and your members for the first time from your national P.T.A. headquarters.

Loyally yours,

Lucile P. Leonard

MRS. NEWTON P. LEONARD, President
National Congress of Parents and Teachers

May 23. Among the speakers already scheduled are James W. Clarke, of Princeton Theological Seminary; Harold E. Stassen, director, Foreign Operations Administration; and Marcus Bach, professor of religious education and associate director of the State University of Iowa School of Religion.

"Better Homes, Better Schools, Better Communities for a Peaceful Society" is this year's theme, rounding out the Action Program announced in 1952. Last year the emphasis was placed on a "Responsible Society"; the previous year highlighted goals for a "Free Society." Since the national convention is the governing body of the National Congress, delegates will have an opportunity to elect a slate of new officers, including a president, and express themselves on matters of policy.

Convention headquarters will be the Hotel Sherman, located in Chicago's famed Loop. The Civic Opera House will serve as the convention hall, where general sessions will be held. Full details of the program and information about hotel reservations will be published in an early issue of the *National Congress Bulletin*. Plan to be with us in Chicago from May 23 to May 25.

Who Sees this Bulletin . . . in Your Unit?

Local Officers?
Committee Chairmen?
Persons in Charge of Special Projects—especially Founders Day programs?

These members need this valuable P.T.A. tool; order extra subscriptions for your unit at 30 cents each (ten monthly issues).

NATIONAL CONGRESS BULLETIN

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WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

"GUIDANCE AS THEY GROW," a weekly radio program heard over stations KOAC (Corvallis) and KBPS (Portland) is sponsored by the Oregon Congress of Parents and Teachers.

The subject matter is based on the study-discussion series that the *National Parent-Teacher* features under the same title.

Because of good public response, plans are under way to rebroadcast the tape-recorded series so that a wider audience can benefit from the program.

FACED BY OUTSIDE DEMANDS to change the content of a scheduled program because it was controversial, the Maple Avenue School P.T.A., Newark, N.J., established a new policy for program evaluation. It decided that:

Criticism, whatever its source, would be a signal that called for reexamination of the program.

The criterion of a program's value and suitability would be whether or not it meets local and national P.T.A. standards.

The violation of P.T.A. standards would be the basis on which to reject, change, or cancel a program, whereas criticism or controversy alone would not.

THE TECHNIQUE OF ROLE PLAYING was successfully used to promote the *National Parent-Teacher* at a meeting of Iowa's District III.

Unprepared and unrehearsed members of the audience were called upon by the state magazine chairman to act out *how*, and *how not*, to sell a subscription.

The dramatized demonstrations by both groups were far more effective than the conventional type of promotion.

A BLOCK-BY-BLOCK city-wide survey, conducted by the Oklahoma City Council of P.T.A.'s, comprised the first phase of a community move against juvenile delinquency.

Health and welfare factors—alleys, street lighting, drainage, public transportation, chuckholes, stagnant pools, park facilities and equipment, garbage disposal units, outdoor toilets—were to be pinpointed on maps.

Such potential aides to delinquency as questionable second-hand clothing stores, pawn shops, junk yards, businesses fronting for gambling establishments, and beer parlors were to be similarly charted.

Recreational facilities in schools, churches, and neighborhoods were to be listed together with information on the age groups they serve and the size of groups they could accommodate.

The mass of information compiled is considered essential for realistic planning of a wholesome environment for growing children and youth.



• At the Tidewater District meeting in Virginia, Mrs. J. W. Wynne, magazine chairman, and Mrs. Roland M. Howard, president, manned this attractive **National Parent-Teacher** exhibit.

REVISIONS OF THE INSTRUMENTAL MUSIC program of public schools in Bloomington (Ill.) were undertaken with the help of a parents' committee chosen by the city's P.T.A.'s. The new program has three aspects.

Philosophy: To present music according to a child's interest and ability so that it will further his personal, cultural, and spiritual growth.

Organization: To arrange the program so that class techniques will cover the various levels of progress among the students and the instruments of their choice, and will involve students in group activities.

Operation: To guarantee success of the program, the responsibilities of the music consultant, the instructor, and the parent were defined, so that each may undertake his share of the project.

NORTHEASTERN JUNIOR HIGH SCHOOL (Kalamazoo, Mich.) has a weekly family school night when parents and their children attend classes and study together.

Family study was proposed by a local P.T.A. committee which got the project going with the cooperation of the principal.

Informal classes are conducted in copper tooling, aluminum etching, and ceramics; in just a few weeks they have resulted in the making of many beautiful articles.

Still to be found is some way by which more fathers can join mothers and children in classes instead of staying at home to do the baby sitting.

Everyone's enthusiasm is high, and it is hoped that the board of education can find some way to make possible the broadening of next year's program.

WORDS OF WISDOM..



Mrs. Birney
Georgia



Mrs. Schoff
Pennsylvania



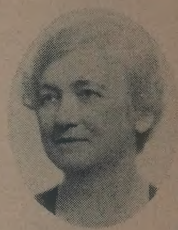
Mrs. Higgins
Massachusetts



Mrs. Reeve
New Jersey



Mrs. Marrs
Texas



Mrs. Bradford
California

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MRS. JOHN E. HAYES.....	1949-1952
MRS. NEWTON P. LEONARD.....	1952-

Across Long Years . . .

Our presidents speak across long years
ennobled by their leadership.

Mark their words!

They come not from a prophet's pen,
Yet they foretell a destiny
Wrought by man for man's defeat
Or for his signal victory.
They bind the wisdom of the past
To deeds that are to be.

Their names are still unheralded
Within the tomes of history,
And yet, they laid paths firm and broad
Where multitudes trod willingly
To lift dull pain from burdened hearts
And share warm sympathy.

Not statesmen they, whose voices rang
Applauded for bold strategy,
And still, the hardened world has felt
Their gentleness, their love full, true,
That binds man unto every man
In fellowship of work to do.

Their words confirm the Founders' view,
The vision of a world to be,
Where every child that lives may grow
In grace and stature, strong and free;
Where home and love and faith may
bring
Hope for humanity.

MRS. JOHN E. HAYES, *Chairman*
Committee on Founders Day

Alice M. Birney

FEBRUARY—1897

• "The mental attitude of the world today is one of receptivity; never before were people so willing to accept new thought from all sources. It has been truly said, 'To cure was the voice of the past; to prevent, the divine whisper of today.'"

"May the whisper grow into a mighty shout throughout the land until all mankind takes it up as the battle cry for the closing years of the century. Let mothers, fathers, nurses, educators, ministers, legislators, and mightiest of all in its swift, far-reaching influence, the press, make the child the watchword and ward of the day and hour; let all else be secondary, and coming generations will behold a new world and a new people."

"Untiring, universal, individual effort, with such organization only as may prove helpful, will build a bridge upon which struggling humanity may safely cross into a new land, leaving forever the old, with its unending reformatory movements, its shattered homes; and the keystone of that bridge will be maternal love, while in that fair domain the splendid edifice of the new civilization will bear the cornerstone of home."

MAY—1898

• "If this movement is to retain its vigor it must be sapped by neither fads nor theories; it must bring to its aid in the various sections and communities where it takes hold the best knowledge it can command; it must not antagonize those who most need its aid, nor must it fear or resent criticism. It must, if it would prosper, avoid all strife for office, all useless dissension and discussion, and endeavor always to preserve the dignity of its high calling."

Kenneth R. Schoff

FEBRUARY—1909

• "Fathers and mothers, who realize the power of suggestion in the life of a child, will choose carefully the papers that they admit to the home."

"The parents of this country have the power, if they will only use it, to raise the moral tone of the press. Details of crime should be suppressed by decent papers. This distribution of moral poison should be regulated as carefully as the sale of poisonous drugs, for its effect is even more serious. Liberty and license are utterly different. It may become a matter for legislation to regulate the dissemination of criminal suggestion through the press"

OCTOBER—1908

• "The National Playground Association which met in New York in September for the purpose of arousing cities and towns to their duty in providing accessible playgrounds marks an epoch in an important field of work for children. It was clearly shown by the experience of many that juvenile crime decreased 50 per cent where children have playgrounds. It was also argued that playgrounds should be in the plan of every city, and that it is a legitimate expense to be met by the taxpayers"

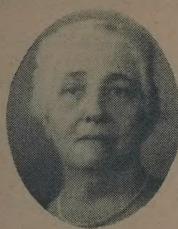
Katherine B. Higgins

OCTOBER—1922

• "Let us bring up a generation which shall vote war out of the realm of possibilities. Some say that warfare means strength, and that nations will always have battles if they have power, but although it is impossible for any one

FROM THE WRITINGS
OF OUR

NATIONAL PRESIDENTS

s. Langworthy
IllinoisMrs. Pettengill
MichiganMrs. Kletzer
OregonMrs. Hastings
WisconsinMrs. Hughes
TennesseeMrs. Hayes
IdahoMrs. Leonard
Rhode Island

organization or any one nation to force the reign of peace, it is within our province to create and train citizens whose object shall be the greatest good to the greatest number. Families exist for the purpose of providing a suitable place and environment for the rearing and training of children, for the development of their characters so that they may become strong, able, efficient men and women. Jealousy, greed, and selfishness, which leads to quarrels, are all signs of weakness. A spirit of self-sacrifice and service, or loyalty to principle, is a sure sign of strength. Our task is to make, train, and educate citizens who shall be physically sound and strong, mentally vigorous and alert, and spiritually powerful and true to the highest ideals. The world is waiting for this—the nations are ready to respond"

Margaretta Hillis Reese

DECEMBER—1924

• "Peace is not merely the absence of war; it is an attitude of mind. It will never be brought about by the external application of teaching and preaching against war. Perhaps the fact that America is the world's great melting pot may point the way to that disarmament of the heart which is the only enduring basis for peace on earth. And perhaps herein may lie the great opportunity for such an organization as ours, which opens wide its doors to the newcomers from all nations—that through learning to know and to work with those of other races and people, we may come by means of those whom we have seen, to a better understanding of their fellow countrymen whom we have not seen, in the lands beyond the seas. For it is not alone knowledge that we need. The wisest of men tells us, it is true, to 'get

Wisdom'; but He adds with mighty emphasis: *'and with all thy getting, get Understanding.'* From France there comes to us a saying of profound truth: 'To fully understand is to forgive all things.'

"If we can subtract from our thought all personal ambitions and strife, all narrowness of vision and prejudice and pride; if we can divide all those things which are nonessential from those that are essential to our true aims and purposes, we may hope to multiply our usefulness a thousandfold, until our fields of service shall cover the whole earth as the waters cover the sea."

Lea Rudell Marre

JULY—1929

• "The fact that powerful influences are at work to break down the home only serves to redouble our efforts to strengthen and reinforce it. With the growth of individualism, and a rising desire for luxury and comfort which is placing personal happiness above the welfare of others, the divorce rate is rising and the well-being of the child is menaced. The broken home is responsible for ill health, unhappiness, poor school work, and their attendant train of crime and delinquency. It will take hard thinking, hard study of educational methods, and careful organization to bring up future generations with such standards and ideals of life that they shall be prepared to establish homes capable of meeting worthily the social and economic changes which come with each generation, but it is worth the effort, for the home is the foundation of our nation and if the home fails, our nation fails.

"During the coming year, may we work to bring back to the home the things of the home, to articulate the

home with the school, and to adapt the home to the changing conditions of life"

Minne B Bradford

DECEMBER—1931

• "Our attitudes toward people are many times molded in the preschool years. We are not born with antipathies toward others, nor do we as children have racial or class prejudices. We acquire them from adults. So the home and the playground are the first schools in which to teach world sympathies and social understanding. Let us see that we cultivate in ourselves an attitude of mind which may be a nucleus of good will. Nations will never cease to war upon each other until the great masses of people have learned to insist on peaceful settlements of controversies based on fairness and tolerance rather than upon economic greed and narrow vision. Each home may train citizens and perhaps leaders for a great peace movement that shall influence world relationships. Together as a great national organization we have pledged our united support toward securing peace. Let us begin in our own field—educating, talking, and living peace, realizing that as never before the people of the world are dependent upon one another for a livelihood. Let us become world-conscious, knowing that the people of each nation have made contributions to enrich the lives of all other people, economically and culturally.

"Our responsibility as parents and teachers is to increase good will by beginning within our homes, schools, and communities to be and to do that which will promote peace. If we live true to our desire for peace on earth, we shall work together to achieve it"

(Continued on page 6)

Founders Day Feature continued

Mary L. Leugers

JUNE—1937

• "This is the least that we, as intelligent beings, can do—keep the door of thought open to new ideas; if upon examination they seem wrong, we may cast them out as not belonging to us, but let us never fear to examine them.

"The history of the world is a succession of crises but to most of us the present crisis, being so largely social, is moving faster than any other in all history. So much more important is it that we welcome any thought that may possibly help us in solving our problems, eventually rejecting those which are not sound and incorporating those which seem to be. At all events, we must keep the door open."

Fraunce S. Pettengill

JUNE—1938

• "Youth is speaking today with many voices. As adults we are gravely concerned over some of these voices that come to our ears telling of unrest, of youthful crime, of discouragement, and of distrust. But we hear other deep and strong voices of youth as well. These voices tell us of their earnest search for simple reality and basic truth in all their human relationships; they tell us of their love for fair play and justice in the home, in the school, in the community, and at the bar of public opinion and civic decision; they tell us of their belief in brotherhood and their passion for peace; they speak to us of their desire to serve their day and generation.

"To parents and to teachers and to all adults this knowledge brings a challenge, a responsibility, an opportunity—it may bring hope and confidence as well!

"The moving finger is writing the history of our time, and the recording is the handwriting of youth."

MAY—1938

• "In the family lies the hope of the eventual achievement of democratic living. Insofar as parents and children learn democracy through cooperative experiences in deliberating, planning, and acting together in the home, to that extent will tomorrow's generation find

joy and fulfillment in active service and participation in a democracy of justice, equality, and freedom."

Virginia Klebs

SEPTEMBER—1942

• "Neither the individual nor the nation can soar alone. Our neglected fellow citizens of the community and the world are weights that pull down and prohibit the upward progress for which we yearn. Our objective is not world peace *per se*; it is a better world for everybody to live in. It is more than treaties, trade agreements, boundaries, raw materials; it is human emotions, assumption of joint responsibilities, realization that all nations and races have contributed to human freedom and have left their mark on human thought. When we realize this, we shall be able to meet the various peoples of the world in understanding and friendship. Only thus shall we gain the insight to ensure humanity's freedom.

"Naturally, then, security is important; security from want—but also security from fear and hate and all the other imps of trouble in Pandora's box. Like war, this better world cannot be won on a single front. While statesmen determine the just peace, citizens must build better patterns of cooperation and better community institutions. Parents and teachers must help boys and girls to reach new concepts about this business of living. A generation must evolve that will know what its business is and will mind it to the full."

Ginnetta A. Hastings

NOVEMBER—1943

• "What are we, at home, doing to protect and preserve our homes? There are forces loose today in our social life that undermine and tear down what we have. The widespread neglect of children; the exploitation of youth; the teacher shortage in our schools; the tendency of young people to leave school before completion of their education; the influences that cause delinquency—all these things may have a direct, disastrous, and permanent effect upon the quality of family life in America. Unless we attack every one of these problems with determination and resolution equal to the determination and resolution of

the soldier who was fighting 'for a piece of Mother's pie,' we shall have but a sorry reception to offer him and others like him when they return to us with their dearly bought military victory...."

MAY—1944

• "This is our theme and in it lies our challenge: 'All Children Are Our Children.' Children of all ages from birth to maturity, of all races, of all countries; for the world has shrunk until we cannot and dare not think of ourselves alone."

Mabel W. Hughes

MARCH—1949

• "Many a frontier has vanished, certainly. But let no one imagine that we have crossed them all. It may be difficult at times to think of ourselves as still pioneering, but a little careful thought will speedily convince us that we are. Our forefathers hewed down the forests to clear the land and set up their humble homes. We hew down forests of ignorance and apathy. With their own hands they built their children's schools. We need not do that now, but with all our heartiest labor, both of body and of mind, we build our schools higher and higher toward our ideal of the best education possible. The only essential difference between our position and theirs, our task and theirs, is our immense advantage as to resources. We, living in the atomic age, have better tools, greater numbers, wider concepts, organized aid. If our forefathers accomplished so much with the little they had, how can we excuse ourselves if we do not multiply their achievements a thousandfold? . . ."



Mrs. Phoebe Apperson Hearst
Co-Founder, National Congress
of Parents and Teachers

Anna H. Hayes

JANUARY—1952

• “We parents and teachers neither command armies nor make treaties, but we do *guide and teach children*. We are thus deciding the greatest issue of our time—the kind of people who will determine the trend of civilization in just a few years.

“We cannot predict the types of problems that may beset the next generation of citizens. We cannot envision the material benefits that will be most helpful to them. We cannot know the physical environment most suitable for their success. But we *can* be certain that moral courage, spiritual strength, and personal integrity will be indispensable for the preservation of our national life as well as for the success of our children. We who teach in the school and in the home hold in our control the greatest power of this atomic age—the hearts and minds of the children.”

Lucille P. Leonard

JANUARY—1953

• “Nothing means more to us than the high privilege of passing on to our children the fruits of democracy and civilization. And so I speak today of a threat to our country and to the world, a threat many nations are acting to contain—Communism. What are the elements that make Communism so hateful to us, that discredit it as a design for government, as a pattern for a way of life?

“The elements most abhorrent to us are fear and violence and coercion. These doctrines ride into power on a wave of fear, and violence and the threat of violence keep them enthroned. Conformity is the rule. The voices of opposition are silenced one by one until through the silence only a single voice is heard—the voice of the dictators.

“Under the doctrines of Communism the individual is subordinate, the state supreme. Books, movies, magazines, and newspapers are scanned for deviation from the ‘party line,’ and whatever is suspect is banned and burned. Schools, instead of being citadels where the truth is sought and taught, are fortresses where patterns of conduct and slogans and formulas favorable to those in power are instilled into the minds of the young. And what of the home? There too the state supersedes God, mother, father.



© Martin's Studio

• Among the leaders in La Fayette (Ky.) P.T.A.'s fund-raising for headquarters are these smiling members. The arrow points to Mrs. Lela Robey Green, fund chairman; Mrs. W. E. Faulkner, president, is third from the left (front row).

A Proud Record of Outstanding Achievement

“In our battle against the evil of Communism let us be sure to heed the profound lessons of history. Let us be scrupulously sure that we eschew the weapons we abhor in others—fear, violence, oppression. We can continue to meet the challenge before us with intelligence and skill if we cleave to our noblest traditions of liberty. Deeply enshrined in the heart of every loyal American is a glorious hope that no power on earth can vanquish. That hope rings out its inspiration in the lines of one of the most beautiful of our American songs:

*Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.*

BEHIND the successful completion of our national headquarters there are many stories—but none quite like that of La Fayette P.T.A. in Christian County, Kentucky. Since the building's early stages La Fayette, comparatively small in size (in 1953 its membership was reported as about 120), has contributed continuously to the national headquarters fund, until now its average contribution per member has reached \$2.11! Even these figures, which give the unit the distinction of the highest per-member contribution, are subject to sudden change—as the mail brings a new gift in honor of another La Fayette member.

(Continued on page 8)

(Continued from page 7)

At this writing twenty honor gifts and one memorial gift have been credited to La Fayette members, convincing proof of the group spirit that prevails throughout the unit. Mrs. Lela Robey Green, fund chairman and guiding force in several other La Fayette activities, has supplied thumbnail sketches of many of those honored.

Among the first named were Colonel Robb F. Allen and Raymond T. Binns, "two of our men who do more than the average to help us keep well and healthy in the local unit." The school bus driver, Joe Berkley, was singled out for his record of twenty-five years' driving, "with never an accident."

Others honored included Mrs. Lillian Smith Burke, "a former teacher . . . and a principal for two terms. She was very thoughtful and did special work with exceptional pupils"; Mrs. Mary Gee, the school lunchroom caterer, "who always has the boys' and girls' health on her mind"; and Dink Embry, of the local radio station, "who gave publicity galore on his radio program for our lunchroom funds campaign, which covered a four months' series of weekly square dances." This is a cross section of the members to whom the unit paid tribute in the most effective way it knew — by sending separate gifts of ten dollars or more to the national headquarters fund in their honor.

Obviously La Fayette P.T.A. members feel a personal stake in our national headquarters. A letter received at the National Office a year ago gives us a glimpse of the reasons why. The letter writer, a member of La Fayette, explains that the unit was not in membership with the National Congress in 1947 and was, in fact, about to dissolve. It was then reorganized as a Congress unit by Mrs. Robert Clark, who "cast her mantle on Mrs. Green" before moving to Tennessee.

"Few people pressed by the daily routine of home obligations," said the writer, who enclosed a contribution in Mrs. Green's honor, "manage to crowd into a lifetime as many worthwhile activities as she has. . . . Mrs. Green has attended all but one state convention since 1947. . . . The one true test of her sincerity and dedication is the fact that she will work as hard in the rear ranks as she will as director."

The distance between Christian County, Kentucky, and Chicago, Illinois, is slight indeed to La Fayette members, who identify themselves closely with the National Congress.

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